



A STUDY OF EXAMINATION STRESS AND ACADEMIC ACHIEVEMENT TOWARDS SCIENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KANCHIPURAM DISTRICT

Mr. A. Antony Prabakar

M.Sc., M.Phil., M.Ed., M.Phil., Ph.D (Edn), Assistant Professor in Department of Education, Sree Sastha College of Education, Chennai, India.

ABSTRACT

The present study deals with the analyses of examination stress and academic achievement among higher secondary students studying in different systems, namely, state, matriculation and the central board schools at the secondary level. They are both dependent variable and independent variable which is related to the sub – variables (Gender, type of management, medium of instruction, type of schools, type of family, parents qualification, parents income, parents occupation). The research tools used for the data collection, nature and selection of the sample, pilot study, establishing reliability and validity of the tools, a brief description of the procedure adopted for the data collection, scoring, statistical technique to be employed for the further analysis of the data. The Higher Secondary Students constitute the population of the present study. In the study a sample of 150 students from class plus one were selected randomly from the city of Chennai. The sample includes Government School, Government Aided and Unaided Higher Secondary Schools. To test the hypotheses framed, the following tools have been used. Examination stress scale by Dr. K. Saraladevi. There is no significant difference in the examination stress among higher secondary school student based on type of management. There is no significant difference in the examination stress among higher secondary school student based on age. It was found that the calculated 'F' value (2.197) is greater than the table value (2.66) Hence There is no significant difference in the examination stress among higher secondary school student based on age. It was found that the calculated 'F' value (0.049) is less than the table value (2.66) Hence There is no significant difference in the examination stress among higher secondary school student based on type of management.

KEYWORDS: Examination stress, Academic achievements, variables, Hypotheses, Finding of the study, Tools, Samples.

INTRODUCTION:

Examination stress has an unconscious association with childhood punishment for misdeeds. Stress is used to denote tension, or distress. This strain or stress during examination is called examination stress. "It is not necessarily bad, damaging or unhealthy. Stress during examination is not an event or circumstance. The same Examination situation provokes different response in different students and even in the same student on his or her state of mind. The examination situation may impose demands beyond that individual's capacity to meet them even given the resources available in that situation. These demands could be for productivity on a job. For resolving issue of great complexity or for resolution of conflicting expectations obviously the degree stress is a function of the ability of a given individual to meet these demands in the situation. It has however been argued that examination stress also called 'achievement anxiety' can be either facilitating or debilitating. Much research has been done correlating examination stress with that of academic achievement. In most cases, moderate correlations were found between scores on examination stress and intellectual performance. The findings of several studies are consistent with the theory that there is an optimum level of stress necessary for maximum performance. Moderate levels of anxiety, can however actually be beneficial. For example in the positive way stress works when a student takes an examination, a situation most students find stressful. Parents, teachers and friends tell students how important the examination is and that their future may depend on the result of the examination. If in response to this stress, students have no anxiety then they would be too casual and not make enough effort. Students taking test in the classroom have very individual responses to the stress stimuli and controlling these is important to achieve the best performance. Being over anxious and stressful would also damage their performance.

REVIEW OF RELATED LITERATURE:

Joshi Rachit 2012 Medical profession has been always a noble and prestigious path but the endeavour behind it has been truly known by the persons who undergone the training of becoming a doctor. Medical students face many stresses in their academic life. This study is carried out to provide data and re-establish the effect of academic examination stress on the plasma cortisol levels. Methods: A longitudinal follow up study was carried out on the first MBBS medical students who were appearing for their first credit examination by measuring their plasma cortisol levels in pre-examination and post-examination stage in fasting condition. Serum Cortisol was estimated by using Byer's AdviaCenture advanced Chemiluminescence's technique with inbuilt calibrators and controls; the results obtained were statistically analysed using paired 't' test. Results: On statistically analysing the results of our study we found that medical students in stage – I had significantly higher values of plasma cortisol than when they were in stage – II. Conclusion: The results cover a significant correlation of examination stress factors to changes in plasma cortisol values. It is important for medical students to use stress reducing measures, or reduce them as much as possible in order to avoid factors that can affect themselves and their patients in stressful way.

Krishnaprasad (2003) studied the relationship between anxiety and achievement in academic field. The sample for the study were selected from higher secondary schools in Trivandrum district in Kerala, The sample contain 550 students in which 285 were males and 265 were females. For measuring examination anxiety, Examination anxiety scale Soundara Raj and Kurian, 1997 was used. For measuring social anxiety, social anxiety measure by Sundara raj (1993) was used for measuring general anxiety. The result indicated that there existed significant correlation co-efficient among the variables of anxiety and also between anxiety variables and academic achievement scores. It was also seen that there was a sex difference in all the variable under study.

Jayaswal and Aroora (2003) a study on parental support and academic achievement in Tribal school students of Jharkhand using a multistage sampling procedure. The sample of the study was selected at the following stages. School sample, student sample parental sample. The sample size was 100 tool used for this study were academic achievement test, parental support scale, parental achievement scale and parental interest scale the major findings were (i) Parental support improve academic achievement of children in school. (ii) Parental involvement both at home and at school are correlated positively to the educational line of the children.

NEED AND SIGNIFICANCE OF THE STUDY:

Man is basically a mind-body unit and these two aspects vitally influence each other. For efficient functioning of the individual, he should not only possess sound bodily health but also sound mental health. The terrific advances in the field of preventive and curative medicine coupled with continued attempts in all countries to improve the standard of living of the people have to a large extent enabled us to eradicate most of the disease of the body and helped to provide for longevity of human life with sufficient physical health. A sound body has now become an easy possibility within the reach of every one and a sound body is basic to a sound mind and bodies diseases do affect mental ability and outlook. But in contemporary society achievement has become a major problem affecting almost every person. Not only have achievement hazards significantly, increased in number and complexity but these have also affected the physical efficiency of individuals, causing a variety of psychosomatic disorders. So achievement is now recognized as an important aspect of an individuals' total development and mental hygiene is accepted as an integral part of the school programme.

OBJECTIVES OF THE STUDY:

The following are the objectives above been set in the present study.

1. To find out whether there is a significant difference in the examination stress of higher secondary students based on age.
2. To find out whether there is a significant difference in the examination stress of higher secondary students based on type of management.

HYPOTHESIS:

The following are the hypotheses above been set in the present

1. There is no significant difference in the examination stress of higher secondary students based on age.
2. There is no significant difference in the examination stress of higher secondary students based on type of management.

RESEARCH DESIGN:

Therefore a factorial design was chosen to be most appropriate to verify hypotheses. A factorial design is one in which more than two independent variables are juxtaposed in order to study the effect on the independent variable.

METHOD:

Since the present study deals with the existing condition, it is a descriptive or survey. Survey method is a method of collecting and analyzing data obtained from a large number of respondents representing a specific population collected through highly structured and detailed questionnaires. Data are gathered, tabulated, classified, interpreted, compared, evaluated and then generalizations are made. Everything proceeds towards understanding and solving or reducing educational problems.

SAMPLE:

The Higher Secondary Students constitute the population of the present study. In the study a sample of 150 students from class plus one were selected randomly from the city of Chennai. The sample includes Government School, Government Aided and Unaided Higher Secondary Schools

DESCRIPTION OF THE TOOLS:

To test the hypotheses framed, the following tools have been used.

1. Examination stress scale by Dr.K. Saraladevi.
2. No standardizes test was used for the academic achievement scores. For class various school 12th Standard to be science marks obtained in third Midterm.

PILOT STUDY:

A pilot study was conducted to determine the suitability of the tools used in the present investigation. A random sample of 50 students were selected from the study to establish the reliability and validity of the tools.

LIMITATIONS

This investigation has following limitations:

1. The study was limited only in Kanchipuram District.
2. The sample is restricted to only 150 students from students from higher secondary school.
3. The study is restricted in higher secondary students.

HYPOTHESIS 1:

There is no significant difference in the examination stress among higher secondary school student based on type of management.

Table 1: Mean score difference in the examination stress among higher secondary school student based on type of management

Sl. No	Nature	Sum of Squares	Df	Mean Square	F	L.S
1	Between groups	2.295	2	1.148	0.049	NS
2	Within groups	3459.205	147	23.532		
3	Total	3461.500	149			

From the above table, 'F' the calculated value (0.049) is less than the table value (2.66). Hence there is no significant difference in the examination stress among higher secondary school student based on type of management. So the above hypothesis is accepted.

HYPOTHESIS 2:

There is no significant difference in the examination stress among higher secondary school student based on age.

Table 2: Mean score difference in the examination stress among higher secondary school student based on age

Sl.No	Nature	Sum of Squares	Df	Mean Square	F	L.S
1	Between groups	100.479	2	50.239	2.197	0.05
2	Within groups	3361.021	147	22.864		
3	Total	3461.500	149			

From the above table, 'F' the calculated value (2.197) is greater than the table value (2.66). Hence there is no significant difference in the examination stress among higher secondary school student based on age. So the above hypothesis is rejected.

EDUCATIONAL IMPLICATION:

In the educational scenario it is found that the teacher education system is a very significant milestone. In order to be a good teacher, it is not only necessary to have a command over the subject matter and the techniques of teaching but it is also imperative for him to understand the students' examination stress. A student with a balanced mental ability can do the things in the right manner and achieve high. Teachers should be aware of the examination stress and hygiene of the students in order to have an effective teaching-learning process. It is also important for students to be free from stress and anxiety particularly during examination. Proper thought process and analysis takes place only in a mind free from all kinds of stress. So, it is the duty of teachers to make the students be devoid of stress and anxiety so that they may excel in their studies.

SUGGESTION FOR FURTHER RESEARCH:

Some suggestions with regard to possibilities of the record in the field of education are offered with a view to stimulate prospective research work in this area. These are as follows:

1. Examination stress and academic achievement in relation to personality can be studied among higher secondary students.
2. A study of Examination stress and aggression among the higher secondary students can be conducted.
3. A study of Examination stress and Self-Acceptance could be conducted among higher secondary students.
4. A study of Personality and Examination stress could be conducted among higher secondary students.
5. A study of Examination stress, Academic Achievement and Leadership of higher secondary school students can be conducted.

CONCLUSION:

The purpose of the present investigation was to study the relationship among the variables, such as, examination stress and academic achievement. The study is sure to find some usefulness in the field of education and findings of the study can serve as a database for further research.

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